BIG BOOK MAKER™:

Favorite Fairy Tales & Nursery Rhymes

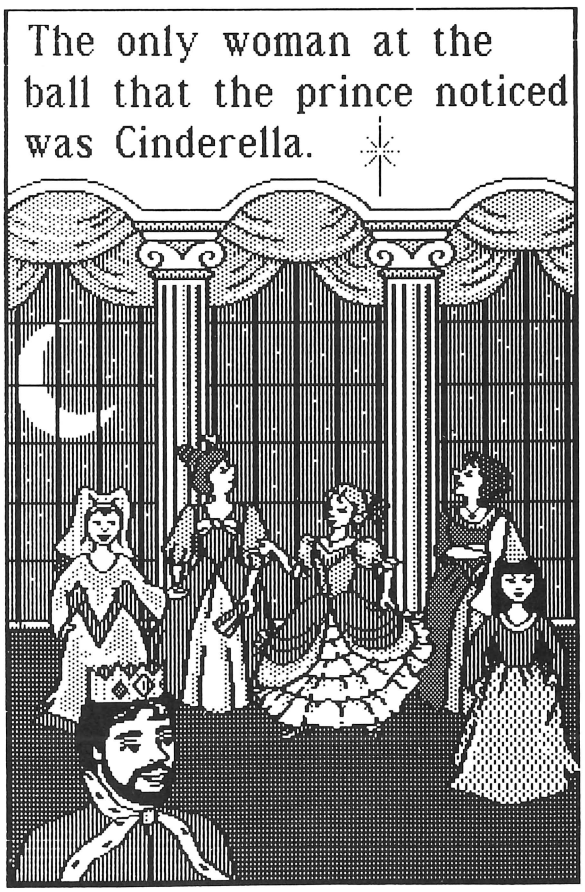
Created by **TOUCAN**

BIG BOOK MAKER:
Favorite Fairy Tales and Nursery Rhymes

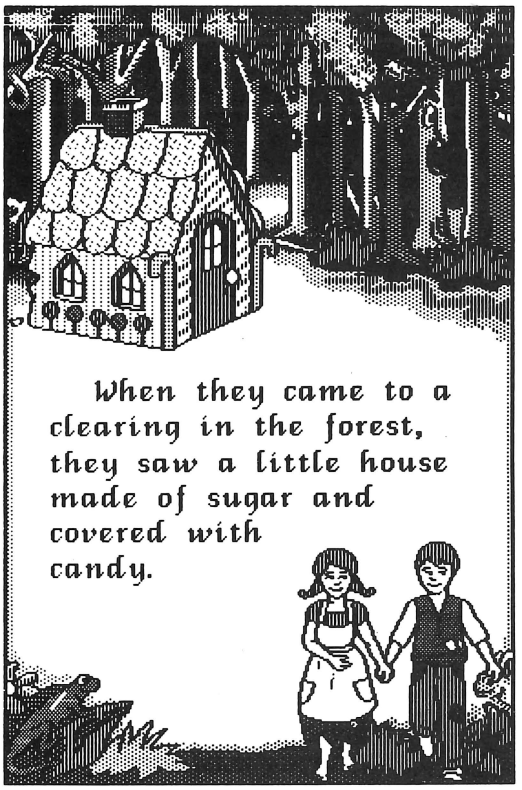
INTRODUCTION

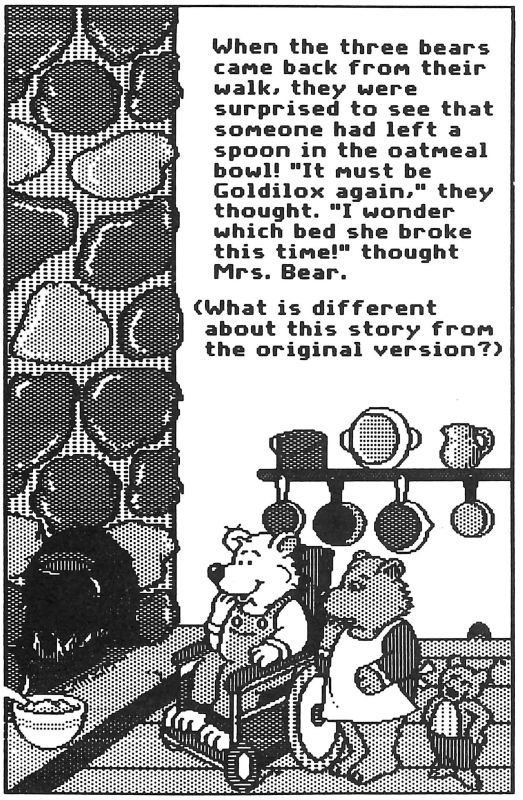
Welcome to Toucan's BIG BOOK MAKER, the easy-to-use publishing program that lets you combine graphics and text to create whimsical books, BIG BOOKS, activity sheets, bulletin boards, and so much more!

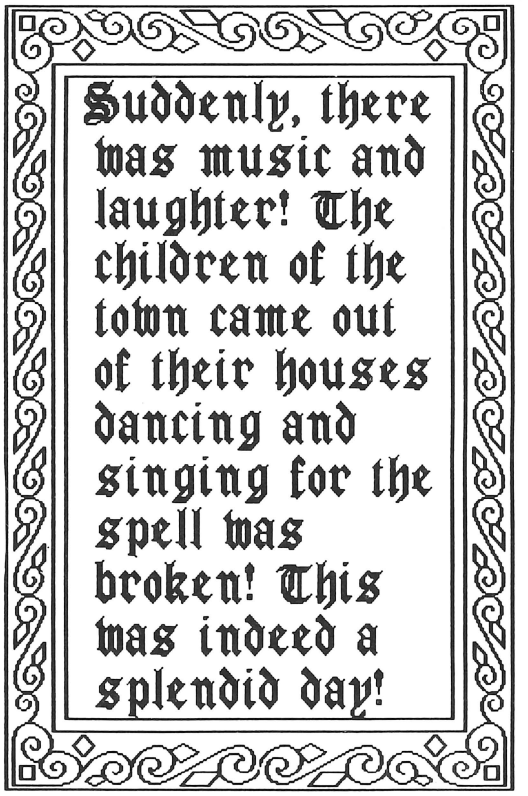
BIG BOOK MAKER is so versatile, it's uncanny! The program comes with a variety of graphics and typestyles. Design your pages with clip art, text and frames. You can print out your creations in four unique sizes– Mini Book, Book, BIG BOOK, and BIG BIG BOOK! And like all Toucan products, this product is simple to use, with just four key commands needed for designing: SPACE BAR, RETURN, ARROW KEYS and ESCAPE.



The Big Book Maker documentation has two sections:
The Reference Guide and the Creative Classroom Guide.




When the three bears came back from their walk, they were surprised to see that someone had left a spoon in the oatmeal bowl! "It must be Goldilox again," they thought. "I wonder which bed she broke this time!" thought Mrs. Bear.
(What is different about this story from the original version?)


Suddenly, there was music and laughter! The children of the town came out of their houses dancing and singing for the spell was broken! This was indeed a splendid day!

REFERENCE GUIDE

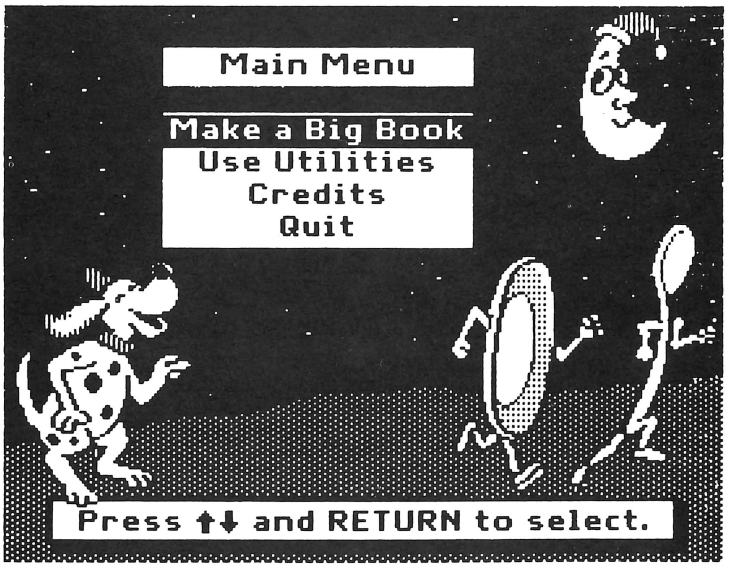
This reference Guide provides step-by-step instructions for designing a page.

THE MAIN MENU

When you boot up BIG BOOK MAKER, the MAIN MENU will appear. There are four options listed:

Make a Big Book
Use Utilities
Credits
Quit

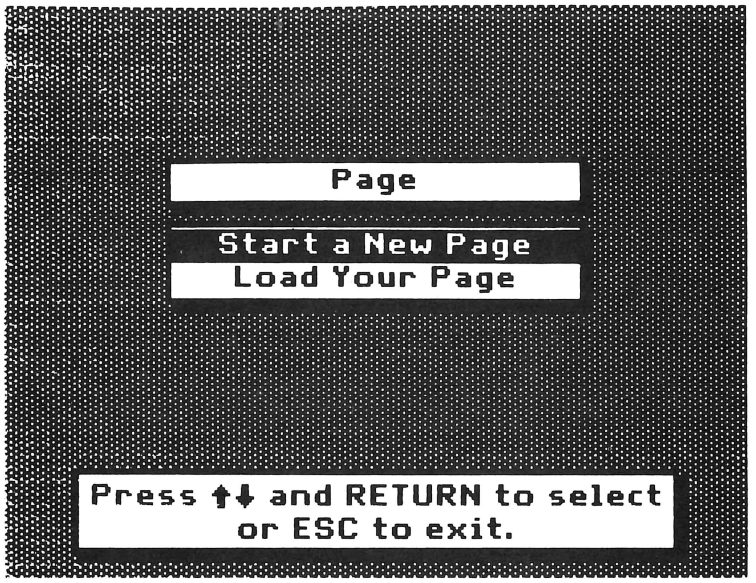
To select an option from this or any other menu, simply use the arrow keys to move the black highlight bar to the option you want, and press Return.



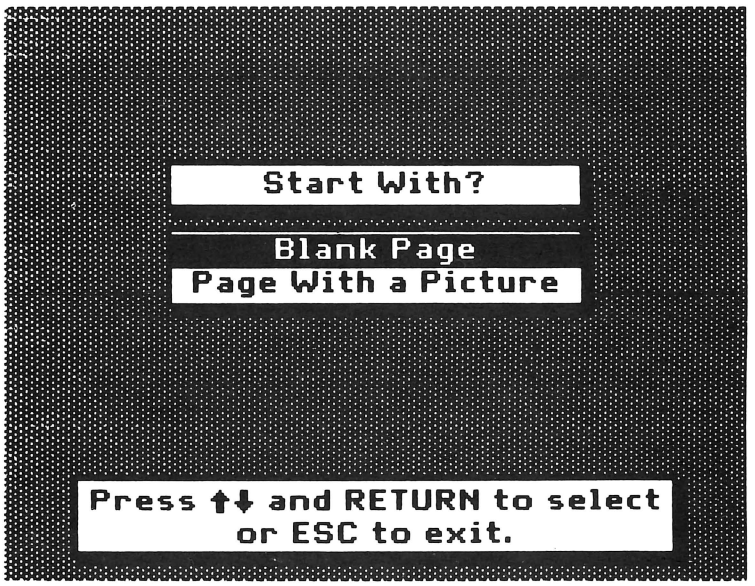
MAKE A BIG BOOK

A Big Book page is two screens long. It can be designed with clip art, frames or text.
To begin designing pages of a Big Book, select Make a Big Book from the MAIN MENU.

The next screen presents two choices:
Start a New Page and Load a Page.
Select Start a New Page to create a new page.



A Start With? screen appears with two choices:
Blank Page and Page with a Picture.

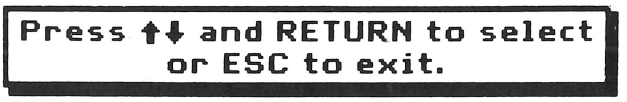


The user can choose to start with a blank page to design or one of our colorful backgrounds to work on.
Select Load a Page to work on a page that you have already saved onto a work disk. Insert the work disk on which your page is saved and press Return. The Load Page menu will appear. Select the page that you want to work on. The page will appear, along with the design menu.

Select Page with a Picture. The program will ask you to insert the Backgrounds Graphics disk (Disk 1, Side 2). A Backgrounds menu will appear, listing all of the background graphics alphabetically. Select a background graphic. The background graphic appears on the screen along with the Page menu.

The PAGE MENU

The Page Menu lists the following options:



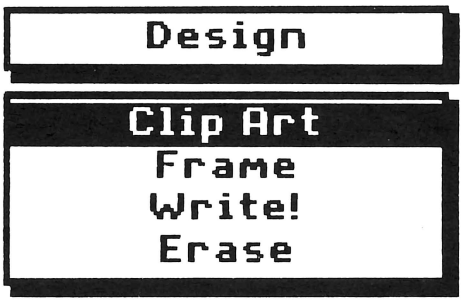
See My Page

Use the See My Page function to scroll through your page.
Select See My Page from the Page Menu. Use the down Arrow key to scroll through the page. When you reach the bottom of the page, use the up Arrow key to scroll back to the top. Press Esc to go back to the Page Menu.

Design My Page

You can design your page with clip art, a frame or text.
Select Design My Page from the Page Menu.

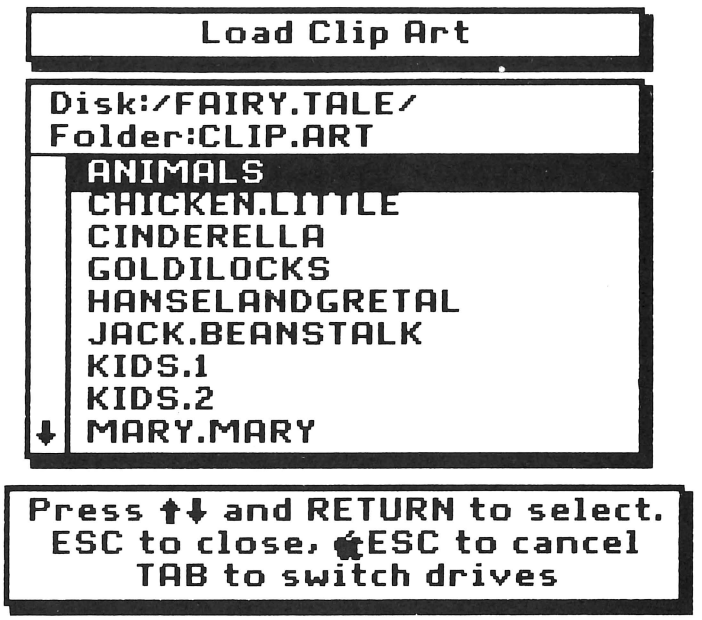
The DESIGN MENU will appear with four choices:
Clip Art, Frame, Write!, and Erase.



CLIP ART

Select Clip Art to design your page with clip art graphics.

Insert the Clip Art disk (Disk 2, Side 1&2) in any drive and press Return.
When the Clip Art Menu appears, select a clip art category. Each category contains several pieces of art. (Refer to the Art at a Glance booklet to see the clip art in each category.)
An instruction box will appear explaining the key commands to use while working with clip art.
Press any key to remove the instruction box. Press Open Apple-? to see the instruction box at any time while designing your page.



The first piece of clip art from the file you selected will appear on the center of the screen.

Press the SPACE BAR to view the different pieces of clip art in this category.

To Move Clip Art

Use the Arrow keys or mouse to move the clip art anywhere on the screen. When you are happy with the location of the clip art, press Return to stamp it.
Note: Press a number from 1 to 9 to change the distance a piece of clip art moves when you use the Arrow keys. To move a piece of clip art a small distance(slowly), press 1 and use the Arrow keys. To move a piece of clip art a larger distance(quickly), press the 9 key and then use the Arrow keys.

To Flip Clip Art

You can flip any piece of clip art horizontally or vertically before you stamp it.
To flip a piece of clip art sideways, press the H key.
To flip a piece of clip art upside down, press the V key.

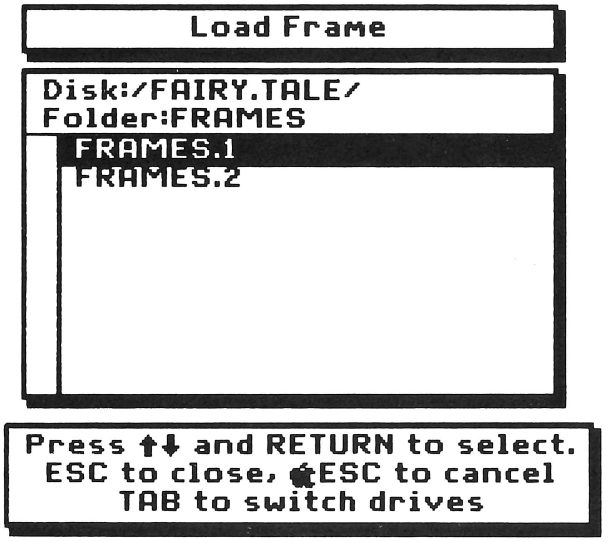
To Stamp Clip Art

Press Return to stamp the clip art. The clip art will become part of your page design. You may stamp as many of the same piece of clip art you wish, or a variety of clip art. Press Delete to undo any clip art that you have stamped. Each time you press the Delete key, you will undo clip art in the

opposite order in which it was stamped.
Note: Delete will only undo the clip art stamped while you are working within that category. Once you leave that clip art category, by pressing Escape, you must use the Eraser to "white out" the unwanted clip art. Press Escape to Return to the Clip Art Menu. Select another clip art category, or press Escape to go back to the Design Menu.

FRAME

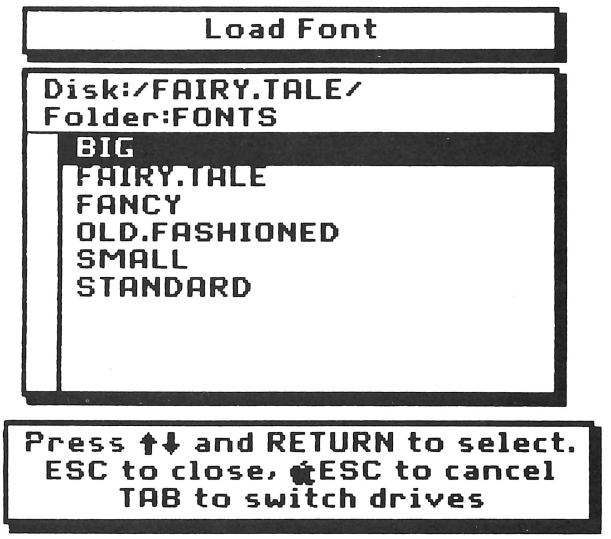
Select Frame to put a frame around your page.
*This option is ideal for adding a decorative border around a narrative page.
Insert the Frames disk (Disk 1, Side 2) in any drive and press Return.
The Frame Menu will appear.



Select a Frame category and the first frame in that category will appear in a box in the center of the screen. Use the SPACE BAR to view the other frames in the category and press Return to select one. The frame will appear around your page. A message will ask you if you want to use the frame. Press the Y key for yes and the N key for no, or ESCAPE to cancel.

WRITE!

The write function allows you to add text to your page. Select Write! from the Page Menu. Insert the Typestyles disk (Disk 1, Side 1) in any drive and press Return. The Typestyles Menu will appear. There are six typestyles from which to choose: Big, Fairy Tale, Fancy, Old Fashioned, Small, and Standard. You can combine typestyles on your page.
Select a typestyle.



An instruction box will appear explaining the key commands needed to use with the write function. Press any key to remove the instruction box.
* Don't forget... just press Open Apple-? to call it up again.

A blinking cursor will appear in the upper left hand corner of the screen. Use the Arrow keys or mouse to move the cursor anywhere on your page that you want to start typing. Use Delete to undo unwanted text.
Note: Once you press Escape, you can no longer delete the text you have previously written. Use the eraser to "white out" any unwanted text.
When you are finished typing, or you want to choose a different typestyle, press Escape to return to the Typestyles Menu.
Press Escape again, to return to the Design Menu.

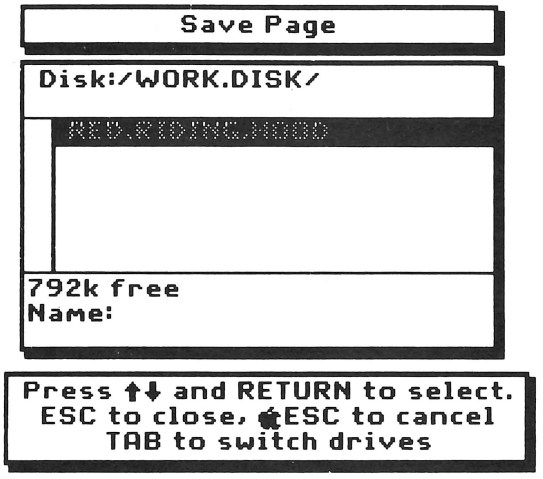
ERASE

The Erase function allows you to erase graphics and text from your page. The eraser is an adjustable solid block of white which, when stamped, will erase anything underneath it.
Select Erase from the Page Menu. An instruction box will appear explaining the key commands needed to use with the eraser.
Press any key to remove the instruction box and an eraser will appear.
Press the SPACE BAR to view the different eraser sizes, stopping at the size you want to use. Use the Arrow keys or mouse to move the eraser over the part of your page that you want to erase, and press Return. The text or graphics underneath the eraser will disappear.
Press Escape to go back to the Design Menu.

Now that you are familiar with the four functions of designing your page, press Escape again to go back to the Page Menu.

Save My Page

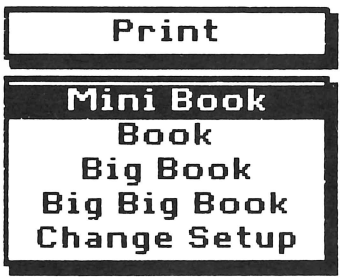
You can save your Big Book pages onto a formatted work disk.
(To format a work disk, see the Utilities section.)
Select Save My Page from the Page Menu. A message will appear telling you to insert your work disk. Insert your work disk in any drive and press Return. The Save Page screen will appear.



At the bottom of the screen is the word Name:, followed by a flashing cursor. Type a name for your page and press Return. The page will be saved onto your work disk, and the Page Menu will reappear.
Note: You may use periods instead of spaces to separate words in your page name.

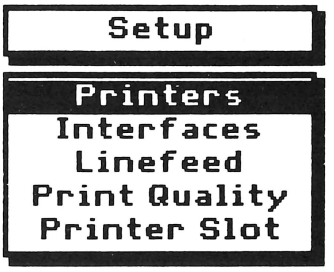
Print My Page

Select Print My Page from the Page Menu and the Print Menu will appear offering five options:
Mini Book, Book, Big Book, Big Big Book, and Change Setup.



Change Setup

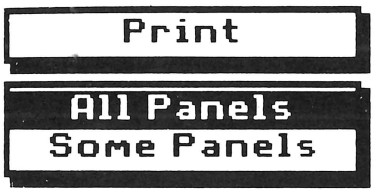
To print out a page with Big Book Maker, you must give the program specific information about the equipment you are using. This information is displayed in the Current Setup box at the bottom of the screen. Select Change Setup to change the printer settings displayed in the Current Setup box. (Current Setup information includes printer,interface, linefeed, print quality and printer slot).
The Setup Menu will appear with the following choices:
Printers, Interfaces, Linefeed, Print Quality, and Printer Slot.



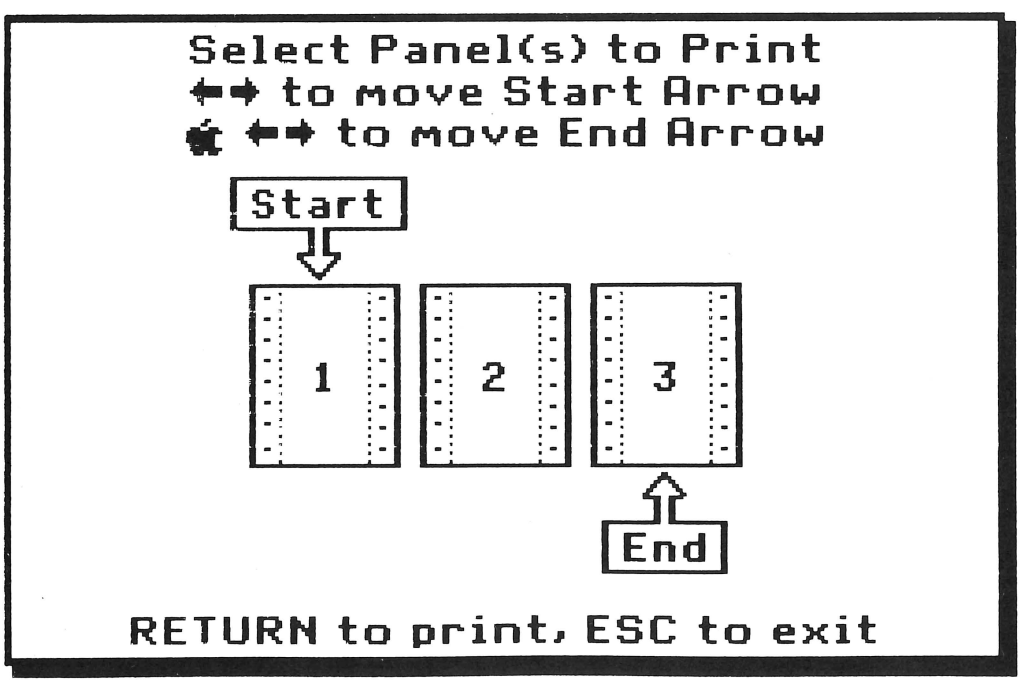
Choose each item you need to change. After you change an item press Escape, and the Current Setup box will display the changes you made.
Warning: If you don't have the correct setup and you try to print, the program will freeze.

Now that your Current Setup is correct, you're ready to print.
Select a print size for your page. If you chose Mini Book or Book, the Style Menu will appear offering you two choices:
Normal or Outline. Select outline to print your page without any patterns. (This works great for coloring book pages or to save the life of your ribbon!)

If you chose Big Book or Big Big Book, a screen will appear offering two choices:
All panels or Some Panels.



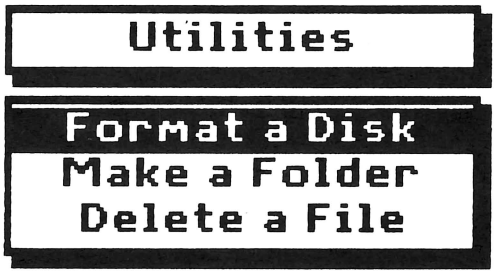
Select All panels to print your entire page. If you select some panels, you will be choosing the section of the page you want to print.
The Select Panels screen will appear. A page is divided into panels. The Big Book printout size has two panels and the Big Big Book size has three panels. Select the panels you want to print. Use the right and left Arrow keys to move the Start Arrow to the panel where you want the printout to begin. Press Open Apple right Arrow key and Open Apple left Arrow key to move the End Arrow to the panel that you want the printout to end on. Then press Return.

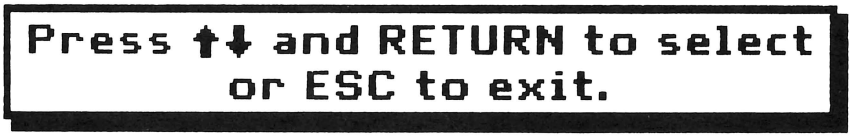


The Print Menu appears with the Normal or Outline option. (Make sure your printer setup is correct, and that the paper is placed correctly in your printer. If your page prints on more than one piece of paper, the printer will automatically advance to the next sheet.)
Next, you'll have the option of printing in color or black and white.
Note: If you want to print in color, make sure you have selected the correct printer setup that supports color printing.
Press Return to begin printing. A scale appears marking the progress of the printing.

UTILITIES

Select Utilities to format a work disk, make a folder, or delete files from a work disk.





Select Format a Work Disk. A Format Disk Menu appears with a list of the slot and drive numbers. Insert a blank disk in the drive and choose the slot and drive number. Next, a file box will appear asking you to give your work disk a volume name. Type in a name and the program will format the disk.
The pages you make are saved as files onto a work disk. Page files can be saved in folders. Each folder can save several files. Putting your files into folders makes it easier for you to load and delete files.

GO TO MAIN MENU

Select Go to Main Menu to quickly get back to the Main Menu.
We've covered all of the options on the Main Menu, except Credits.

CREATIVE CLASSROOM GUIDE

This creative classroom guide offers ideas on how you can use "Big Book Maker" to enrich your curriculum. "Big Book Maker" is the perfect publishing tool. Use it to create not only Big Books, but activity sheets, beautifully illustrated storybooks, bulletin board displays and more!

Developing Learning Skills Through Fairy Tales and Nursery Rhymes

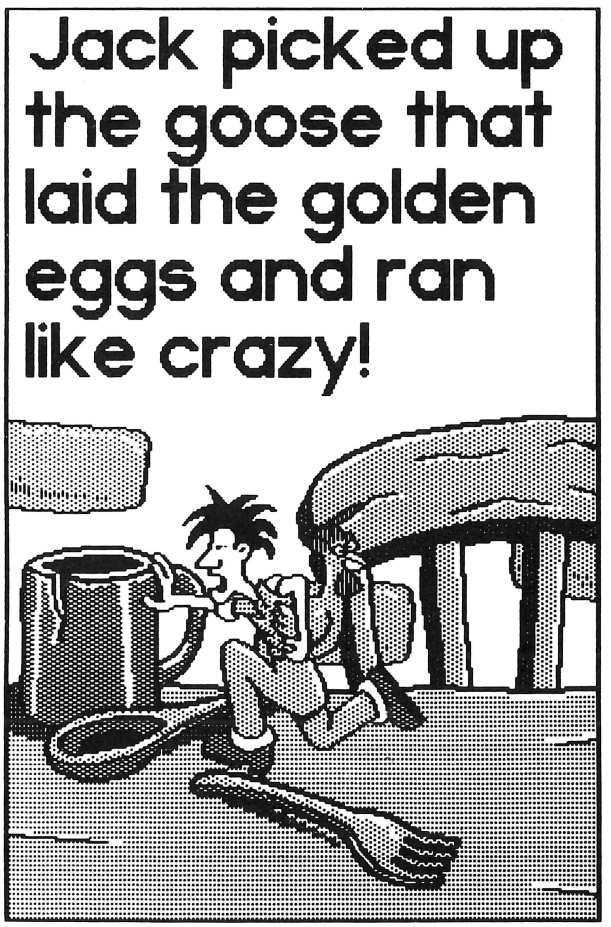
Fairy tales, a unique form of literature, date back hundreds of years. Cinderella, for example, was actually written in China during the ninth century A.D.
Fairy tales are immediately understood by children. Using fairy tales as a means to teach writing and thinking skills is easier because fairy tales simplify all situations. Fairy tale plots are not confusing (they come right to the point), characters are either good or bad, and children feel in control because the endings are usually happily resolved.
Children love writing about the characters that they have become familiar with. It is like visiting with old friends. Using traditional fairy tale phrases like, "Once Upon A Time", "A Long Time Ago", or "Deep in the Dark Forest", allows children to leave reality and enter a magical world. A world where they are free to discover things and feel things, without anyone saying "no". As Bruno Bettelheim states in his book, The Uses of Enchantment: The Meaning and Importance of Fairy Tales, "... the fairy tale enlightens (the child) about himself, and fosters his personality development."

Nursery rhymes have many origins and purposes. Some were created by "plain folk ", as rhymes for their children to repeat while playing active games. Some were created as counting out rhymes, whose purpose was to designate which of a group of children shall be singled out as "It". Then there were rhymes to help children learn numbers, letters and designations. Some scholars believe that rhymes were written in Britain as political diatribes directed at the happenings of the times.
Today, we use the rhymes for teaching the beauty and syntax of the English language. Children hear the rhythm of the words and can relate to the child-like activities.
The nursery rhymes aid in the acquisition of rhyming skills needed by all new readers.
The learning of nursery rhymes is an excellent way for a child who speaks another language to hear the syntax of the English language. Since each country has their own nursery rhymes, the learning of the English rhymes helps to show the similarities between children around the world.
Nursery rhymes can enhance communication between classmates as they recite learned rhymes while playing various games together, (i.e. jump rope).

Big Book Maker and Whole Language

Discuss with the class the literature experiences they have shared. What fairy tales do they know? Who are their favorite characters? How many nursery rhymes can they recite?
There are three phases in a literature approach to reading:
The oral presentation of stories to children, the modeling of stories, and the utilization of the stories as the content of the reading program.

In the primary grades, storytelling is a wonderful way to express ideas, build themes and use descriptive language. Writing the stories is the next step. The connection between spoken and written language is vital, even if children spell words incorrectly or have sentences that aren't perfectly formed. Well-known nursery rhymes and fairy tales make it easy and fun for young children to make the connection. The pictures provide the children with story themes, and the simple-to-use text processor lets them write the story in a variety of type styles. Choose the writing theme by picking a specific fairy tale, or let the students mix up the graphics and write their own.
The printouts are perfect for enrichment materials. Have students work together to create a Big Book version of one of their favorite fairy tales they have read at home or in school. Make stick puppets that allow students to act out the stories! Create posters without words, combining make-believe characters with real-life children, for interpretation. Discuss real life experiences, character development and plot, and eventually end up with a finished story.



IDEAS, IDEAS, IDEAS!

Read The Story

Select a fairy tale to read to the class. After reading the story, have the children create their own version. It is important to stress that their stories should be original and different from the story that they have just heard.

Children's Publishing Room

*** Write a Fairy Tale News Report**
Have students put a fairy tale into a news report format.

Headline: children found in forest
Dateline: country (Netherlands)
Who: Hansel and Gretel, woodcutter, witch
When: yesterday
Where: Wildwood Forest
Why: kidnapped by the wicked witch
How: woodcutter (father) searching forest for long lost children
Quotation: " I'll never let you go."
by woodcutter

Fairy Tale News
Tuesday, October 8, 1875
Missing Children Found in Forest!
NETHERLANDS: Two children who were reported miss-ing last week were found, tired and dirty, lost in the middle of Wildwood Forest yesterday by their father, Ed Woodcut. The children, Hansel and Gretel Woodcut were allegedly abducted and held captive for days. Police have arrest-ed suspect "Old Lady Arsavitch" who is being held for questioning. Mr. Woodcut is relieved that the children are home and doing fine. "I'll never let you go!" he said.
"Old Lady Arsavitch" is a suspect in several other kidnapping cases in the area. If con-victed, she faces thirty years to life in prison.

Round Robin Reading

Have each child, in turn, read from books created by the class.

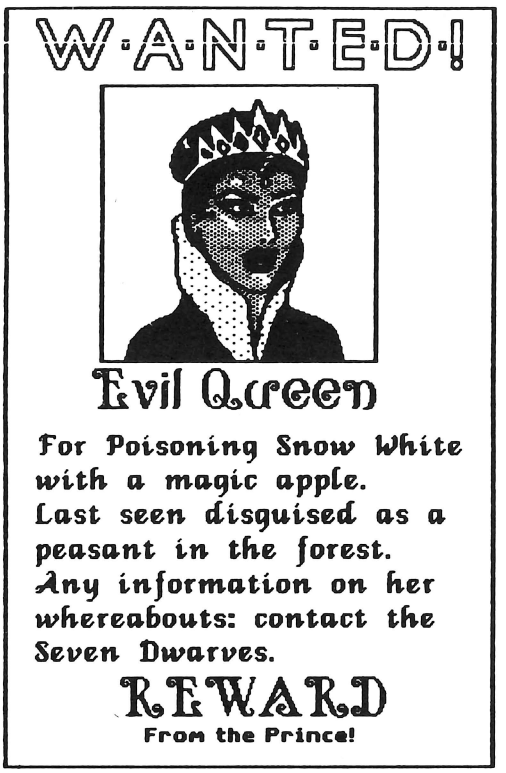
*** Literary Poster**
Create a poster based on some aspect of a story, which will help develop a surprising number of skills.

W. A.N.T. E. D.!
Evil Queen who poisoned Snow White.

Picture of evil Queen

Last seen disguised as a peasant.

REWARD from the Prince.


W·A·N·T·E·D!
Evil Queen
For Poisoning Snow White with a magic apple.
Last seen disguised as a peasant in the forest.
Any information on her whereabouts: contact the Seven Dwarves.
REWARD
From the Prince!

*** Advice Column**

Dear Mother Goose...
A character from one of the stories writes to the advice columnist regarding a problem.

Dear Mother Goose,
What kind of house can I build so that the wolf won't blow it down?
Your Friend,
The Second Little Pig

Dear Second Little Pig,
Try bricks!
Love,
Mother Goose

The Toucan Children's Book Club

Create a book club that allows members of different classrooms to "take out" books created in other classes.

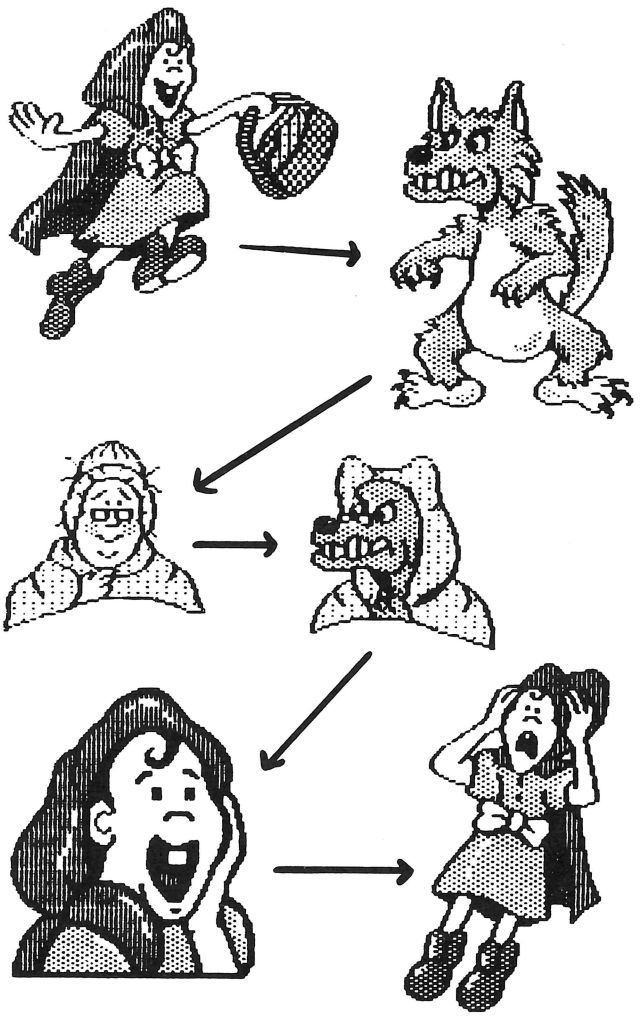
Retelling a Story

Using the following outline, have the children recount the story events either to a large group or to a partner, with one becoming the " storyteller " and one the " listener ". This will help the student understand the story and checks for comprehension.
This can be done in any language.

Who are the main characters?
When did the story take place?
Where did the story take place?
What important events happened in the story?
How did the story end?
What did you like or dislike about the story?

Mapping Through Fairy Land

Draw a map illustrating the movement through a story.
i.e. Little Red Riding Hood starts at home--goes through the woods--meets the wolf--goes to Grandma's house--gets a surprise.



Gallery of Famous Fairy Tale Quotes

As a group activity, have students help the teacher compose illustrations for famous tales- a speech bubble is added and the children dictate famous quotes. i.e.
The Three Bears, " Who's sitting in my chair?"
Little Red Riding Hood, " What big eyes you have!"
Snow White, " Mirror, mirror on the wall."
Chicken Little, " The sky is falling!"
Put the pictures up on the bulletin board.

Puppets

Make stick or lunch bag puppets easily, by printing out a picture of a character in one of the larger sizes, coloring it and pasting it to a popsicle stick or paper bag. Use the puppet as a tool for retelling a story or acting out in a puppet theater.

Sequencing

Print out the highlights of a fairy tale, mount them onto cardboard, and cut them out. Place the pictures out of sequence on a chalkrail, pocket chart or flannel board. Have the students place the pictures into the correct sequence and either retell the story orally or have members of the class retell the story.

Alike or Different?

Retell two stories using the printouts for illustrations. The children's purpose for listening is to note the similarities and differences between two stories. Write both story titles side by side and graph the likenesses and differences:

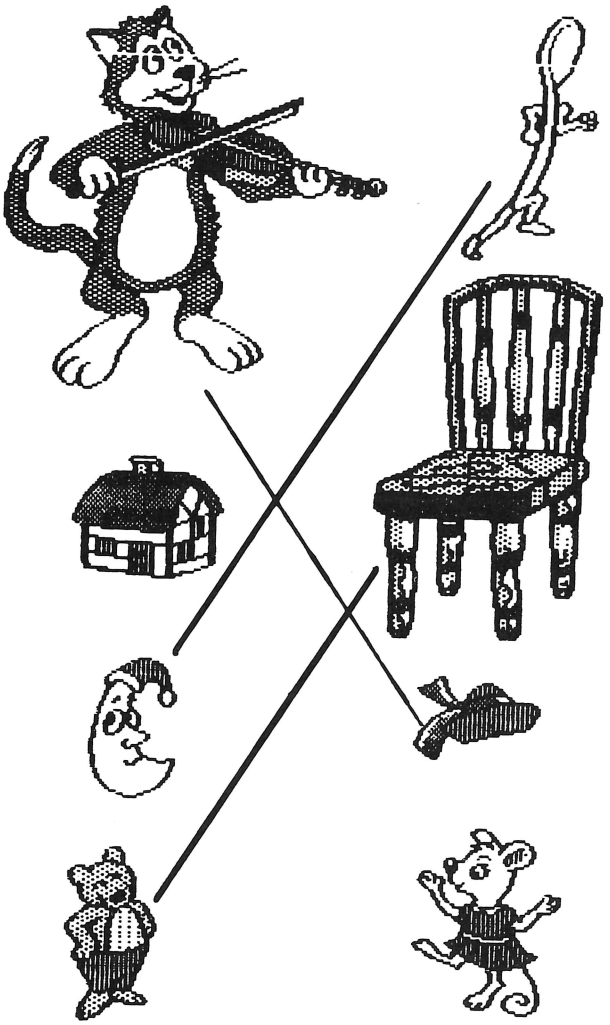
Cinderella	Sleeping Beauty
Likeness- Prince saves her	Prince awakens her to save her
Difference- There is a good fairy	There is a bad fairy

Guess my Rhyme

As a culminating activity to the nursery rhyme unit, print out pictures depicting each rhyme. The children take turns, guessing from the picture, which rhyme is being shown. If the child guesses the rhyme and can recite it, he/she gets to keep the picture.

Find the Rhyme

As a group, discuss the rhyming sounds and identify some rhyming words from the various nursery rhymes (Diddle-Fiddle, Humpty-Dumpty). Print out some pictures of objects that rhyme on a page. Have the students make a line connecting one rhyming picture to another. For example:
mouse-house
chair-bear
spoon- moon



Chant-A-Long

As a child or teacher retells a story, using illustrations, have the repetitive refrains chanted along by the group. Repetitive refrains may be charted or posted so that all children may participate in this reading activity. i.e. " I'll huff and I'll puff and I'll blow your house in! "

Visual Literacy

Create a Big Book with no words. Then, after it is printed and displayed in the front of the class, have the students look at the pictures and begin to tell a story. Another way to use the wordless Big Book is to have each child write a short story to go with the pictures. Reading the picture interpretations aloud will be a fun activity for the next lesson.

The Story Wall: A Hallway Contest

Create several fairy tale screens. Allow the children to mix and match the characters and settings, but have them follow along a similar theme. Example themes: Getting lost and finding your way, meeting a magical character, developing a good guy and a villain, all ending with, "...and they lived happily ever after."
How about stories with just animals? Print out ten to twenty big book pages and number them randomly. Hang them up in the wrong sequence outside of the gym or lunchroom. Have a "hallway contest" to see who can come up with the correct sequence of events. Ballots could be made with the program, filled in and returned to the classroom for the drawing. This will motivate children to read and sharpen critical thinking skills while standing in line!

The End is to Begin

Have the class write a story that starts at the *ending* . The story might begin with, "*And they lived happily ever after*". Or, have them imagine how Little Red Riding Hood would have responded to the wolf if she knew what was going to be waiting for her at Grandma's house.

Meet the Characters

Have the class choose a fairy tale. Design fairy tale personality profiles. What do they think Little Red Riding Hood likes to do after school? What do the Three Little Pigs do for fun when they are done building houses? Is Little Miss Muffet afraid of anything besides spiders?

Beanstalks, Beauties and Bread Crumbs

Enjoy a fairy tale jamboree! Have all of the characters meet each other and write about each one of them and the fairy tales that they are in. Have Sleeping Beauty tell Gretel about the prince. The Ugly Duckling could tell Chicken Little what it feels like to be ugly one day and beautiful the next. These ideas can be used for classroom discussions as well.

Additive Choral Reading with Nursery Rhymes or Fairy Tales

A student or teacher starts the rhyme or story by reading the first sentence. Another student joins in with the first student on the second sentence. The third student chimes in with the third sentence and so on, until all of the students are reading together. A group rhythm and expression will be established.

Characterization

In a group, talk about the different main characters in various fairy tales and nursery rhymes. What qualities do they have?
Pick a specific character and have the students write about that character. Is she good? Is he funny? Next, have the child think up her own character and describe what he or she would be like. From here, the child can build a plot for a story or rhyme based on the character's personality.

How Does It End?

Have children create books with three pages of different endings. Have the class vote on which ending they like best and tell why.

Feelings

Read Hans Christian Anderson's The Ugly Duckling to the class.
"The poor little duckling did not know where to turn. How he grieved over his own ugliness, and how sad he was!" (from The Ugly Duckling).
Let the children discuss their feelings about the story and the ugly duckling. Have the child put himself/herself in the story and imagine how the ugly duckling felt. What character would they like to be? Have they ever had similar feelings as the ugly duckling?

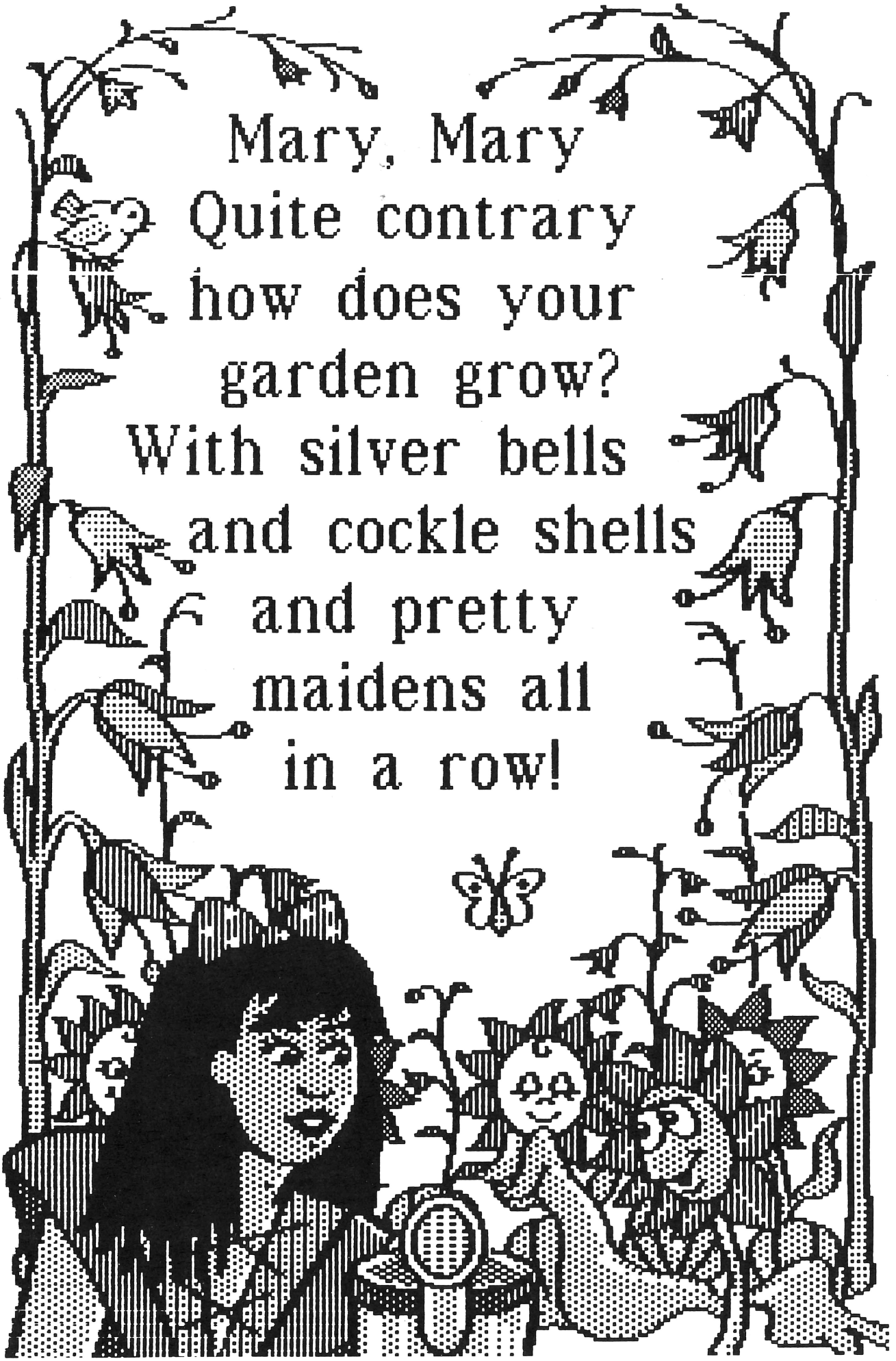
Why Friends are Important

Have the students point out different friendships in each fairy tale and/or nursery rhyme: Chicken Little, Snow White and the Seven Dwarves, Cinderella and her animal friends (can a pet be a friend?). What does being a friend mean?
How did they demonstrate their friendship to one another?

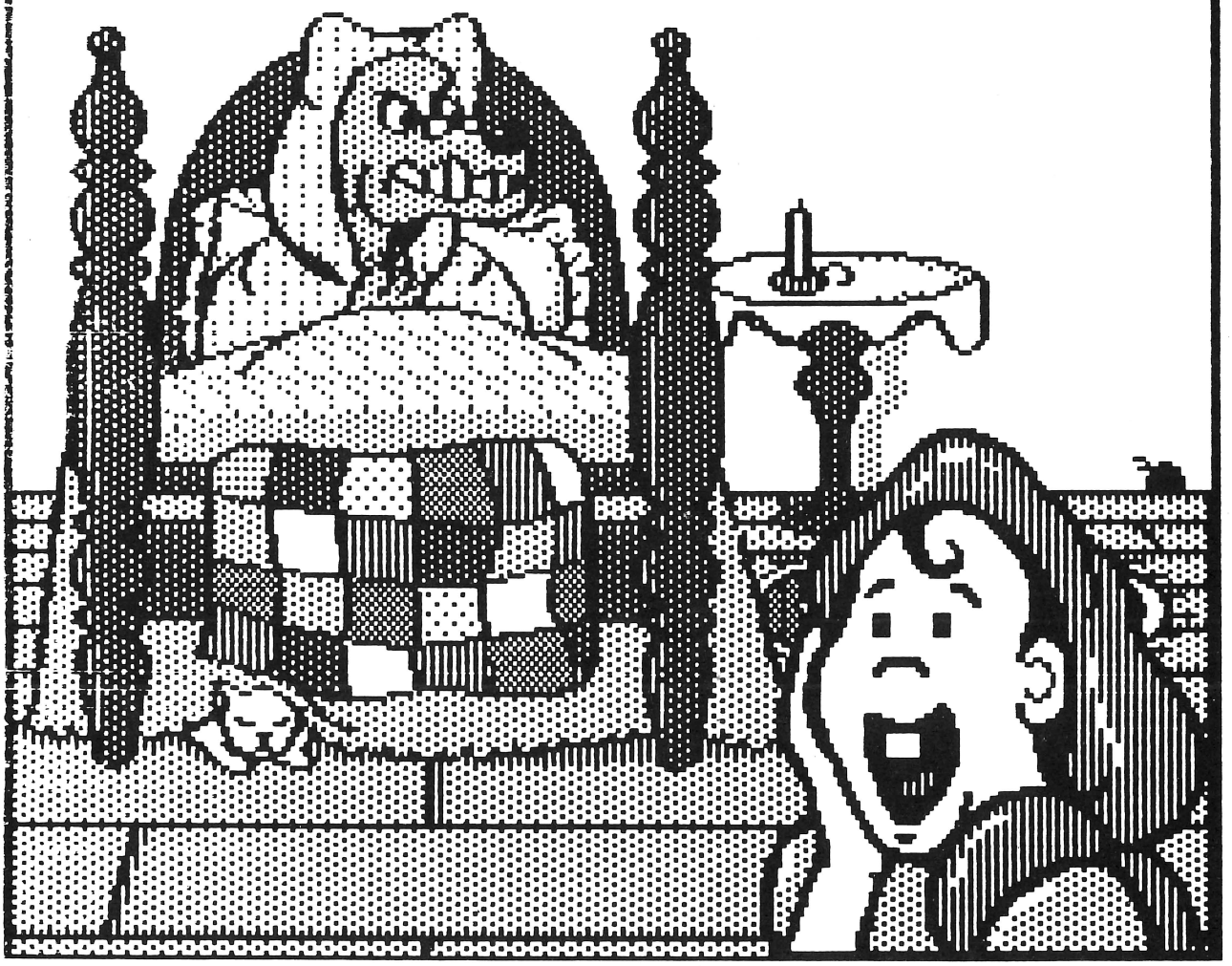
Toucan Fables

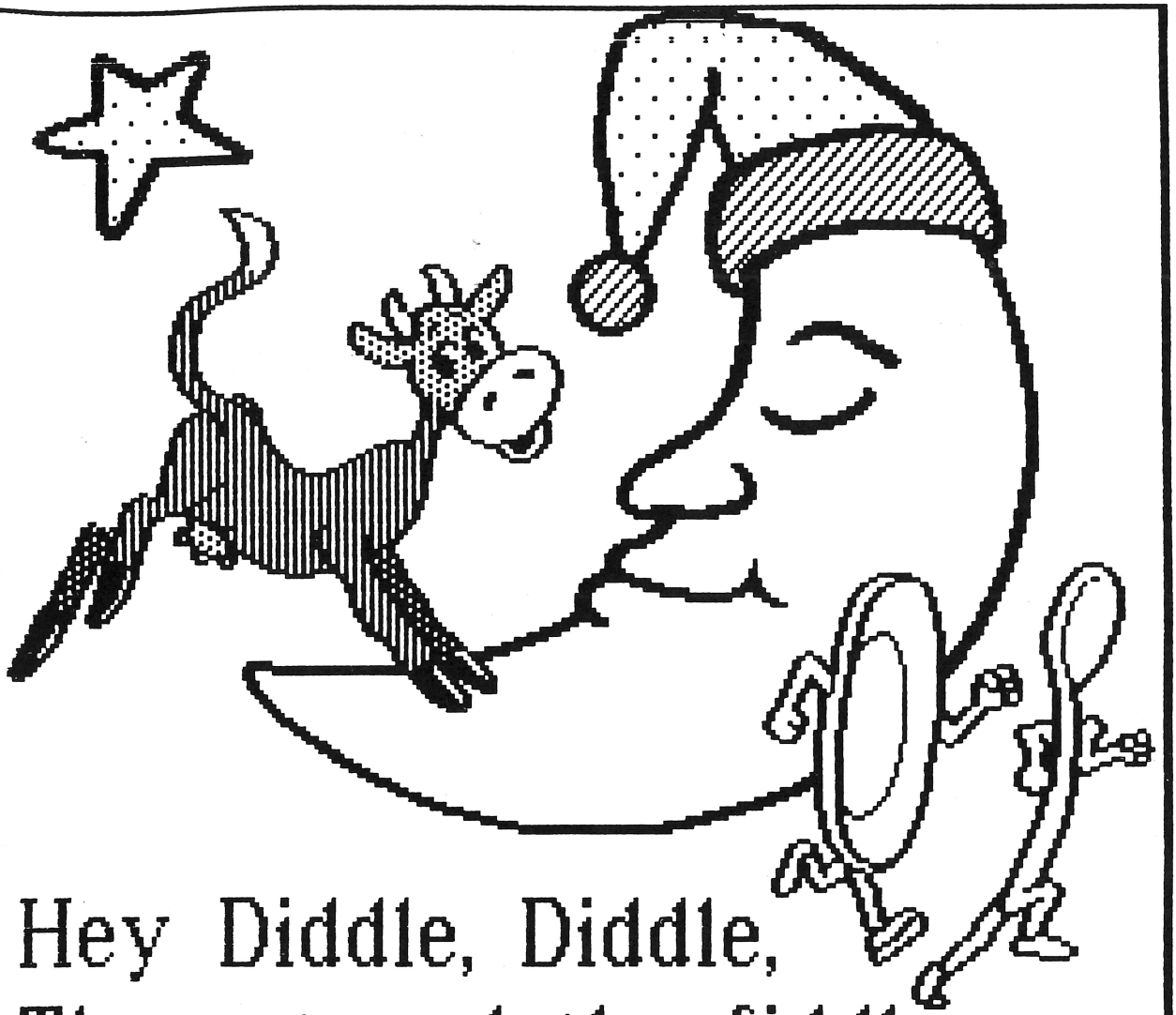
If you have any of the programs in the Toucan Creative Writing Series you might want to create a fairy tale Big Book with visitors from *Monsters and Make-Believe, Dinosaur Days,* or *POW! ZAP! KER-PLUNK! The Comic Book Maker!*
A monster could certainly help Cinderella with the cleaning before the ball.
A dinosaur could surely keep the wolf away from the Three Little Pigs' houses.
Or have them make up their own fairy tales, using clip art from all of the Toucan programs.

Cinderella asked Marvin the Monster to escort her to the ball so that she wouldn't have any trouble from the stepmother and her two ugly stepsisters.
We're out of here, Cindy!


Mary, Mary
Quite contrary
how does your
garden grow?
With silver bells
and cockle shells
and pretty
maidens all
in a row!

"Oh my! What big teeth you have, Grandma!!"





Hey Diddle, Diddle,
The cat and the fiddle,
The cow jumped over the moon! The little dog laughed to see such a sight and the dish ran away with the spoon!

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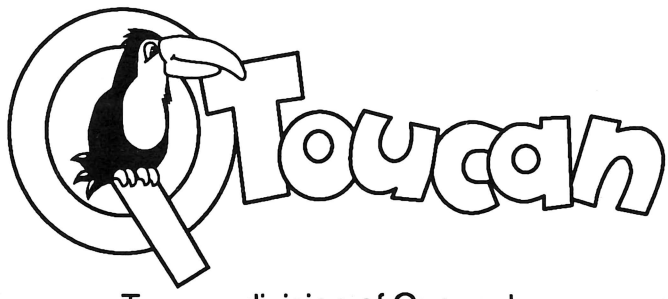

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